



Attachment III

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Earhart Middle School	Mailing Address: 6921 W. Fort Street, Detroit MI, 48209-2912
School Building Code: 432	
School Building Contact for the School Improvement Grant	
Name: Gerlma Johnson	
Position and Office: Principal	
Contact's Mailing Address: 6921 W. Fort Street, Detroit MI, 48209-2912	
Telephone: (313) 849-3945	
Fax: (313) 849-4746	
Email address: gerlma.johnson@detroitk12.org	
LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone: 870-3772
Signature of the LEA School Superintendent/Director: X 	Date: 28 FEB 11
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-7860
Signature of the LEA Board President: X 	Date: 22 Feb 11
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Section A

1. Possible model to use for analysis of data.

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. Do not attach the building CNA.

Earhart is a High Priority School as identified by being Phase 5 AYP. Overall deficiencies in student achievement are indicated by MEAP results when analyzing data over the past five years.

Both Male and Female subgroups are performing below State proficiency standards due to high absenteeism and other outside distractions. Another low performing subgroup is students with disabilities. Failure to correctly diagnose learning difficulties or address individual learning styles has caused many students to fall behind and/or be retained.

More intense concentration on math and reading skills will help bring these subgroups to a higher performance level. High levels of students are living with guardians or relatives instead of with parents, and some have two or more families residing in a single dwelling. We also must account for barriers of language with a predominately a Spanish speaking community and a high migrant population. We must offer support to the family in the form of social workers, counselor, and academic assistance. Teachers must be trained to successfully reach at risk students through differentiated instruction, data analysis, small group instruction and Individual Learning Plans.

Consider how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

AYP History							
School Year	Ed Yes! Grade	Adequate Yearly Progress (AYP)			No Child Left Behind (NCLB)		
		ELA	Math	Overall	ELA	Math	Phase
2008-09	C	No	No	No	1	4	4
2007-08	C	No	No	No	0	3	3
2006-07	C	Yes	Yes	Yes	0	2	2
2005-06	C	Yes	No	No	0	2	2
2004-05	C	Yes	Yes	Yes	0	1	1
2003-04	C	Yes	No	No	4	1	4
2002-03	C	No	No	No	4	0	4
2001-02	-	Yes	Yes	Yes	3	0	3

Enrollment History							
		2005-06	2006-07	2007-08	2008-09	Current (as of 4/27/2010)	Enrollment Trend
Total Count		626	636	614	610	561	
Grade	PK						
	K						
	01						
	02						
	03						
	04						
	05						
	06	215	236	190	186	160	
	07	203	203	243	200	195	
	08	208	197	181	224	206	
Sub Group Enrollment History							
Gender		2005-06	2006-07	2007-08	2008-09	Current	
Male		326	339	326	325	305	
Female		300	297	288	285	256	
Ethnicity							
(1)	American Indian/Alaskan Native	8	8	9	7	2	
(2)	Asian/Pacific Islander	0	1	2	2	4	
(3)	Black, Not of Hispanic Origin	135	136	102	86	87	
(4)	Hispanic	434	434	446	455	415	
(5)	White, Not of Hispanic Origin	49	57	55	60	53	
Special Groups							
Students with Disabilities		74	86	86	87	98	
Limited English Proficient/Bilingual		291	372	342	325	425	
Economically Disadvantaged		587	588	555	548	524	
Attendance History							
		2004-05	2005-06	2006-07	2007-08	2008-09	Attendance Trend
Total Count		89.0%	89.3%	86.2%	85.7%	85.4%	
Grade	PK						
	K						
	01						
	02						
	03						
	04						
	05						
	06	89.4%	89.1%	86.6%	86.5%	85.7%	
	07	89.2%	89.0%	83.7%	84.6%	84.5%	
	08	88.6%	89.7%	88.2%	86.5%	85.9%	
Sub Group Attendance History							
Gender		2004-05	2005-06	2006-07	2007-08	2008-09	
Male		88.5%	88.9%	88.5%	88.5%	88.5%	
Female		89.6%	89.7%	89.6%	89.6%	89.6%	
Ethnicity							
(1)	American Indian/Alaskan Native	80.0%	87.5%	80.0%	80.0%	80.0%	
(2)	Asian/Pacific Islander	93.4%		93.4%	93.4%	93.4%	
(3)	Black, Not of Hispanic Origin	90.4%	89.3%	90.4%	90.4%	90.4%	
(4)	Hispanic	89.7%	89.8%	89.7%	89.7%	89.7%	
(5)	White, Not of Hispanic Origin	83.2%	85.1%	83.2%	83.2%	83.2%	
Special Groups							
Students with Disabilities		86.0%	86.3%	86.0%	86.0%	86.0%	
Limited English Proficient/Bilingual		89.9%	89.8%	89.9%	89.9%	89.9%	
Economically Disadvantaged		89.3%	89.4%	89.3%	89.3%	89.3%	

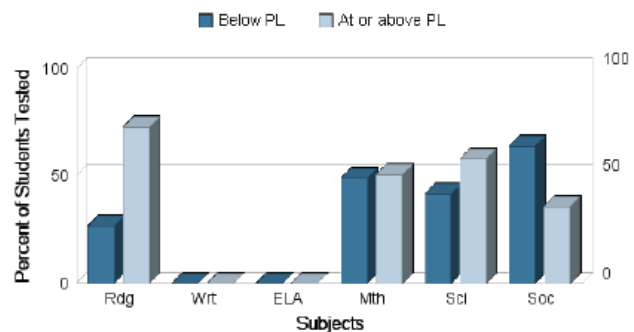
Earhart Middle School

MEAP 2009-10															
Grade	Reading					Writing					English Language Arts (ELA)				
	Tested	Lvl 4	Lvl 3	Lvl 2	Lvl 1	Tested	Lvl 4	Lvl 3	Lvl 2	Lvl 1	Tested	Lvl 4	Lvl 3	Lvl 2	Lvl 1
06	132	6%	23%	62%	9%										
07	171	10%	22%	60%	8%										
08	173	5%	16%	65%	14%										
Combined	476	7%	20%	63%	11%										
Grade	Mathematics					Science					Social Studies				
	Tested	Lvl 4	Lvl 3	Lvl 2	Lvl 1	Tested	Lvl 4	Lvl 3	Lvl 2	Lvl 1	Tested	Lvl 4	Lvl 3	Lvl 2	Lvl 1
06	133	13%	33%	42%	12%		0%	0%	0%	0%	133	32%	32%	29%	8%
07	176	1%	47%	44%	9%		0%	0%	0%	0%		0%	0%	0%	0%
08	175	12%	41%	35%	12%	184	9%	33%	50%	8%		0%	0%	0%	0%
Combined	484	8%	41%	40%	11%	184	9%	33%	50%	8%	133	32%	32%	29%	8%

The chart to the right compares the percentage of students who tested in each subject and met or exceeded Michigan performance level standards versus the percentage of students who tested in each subject and did not meet Michigan performance level standards. The combined grade data shown in the above tables were used to create the chart. Level 1 and Level 2 are considered meeting or exceeding Michigan performance levels. Levels 3 and Level 4 are below Michigan performance level standards.

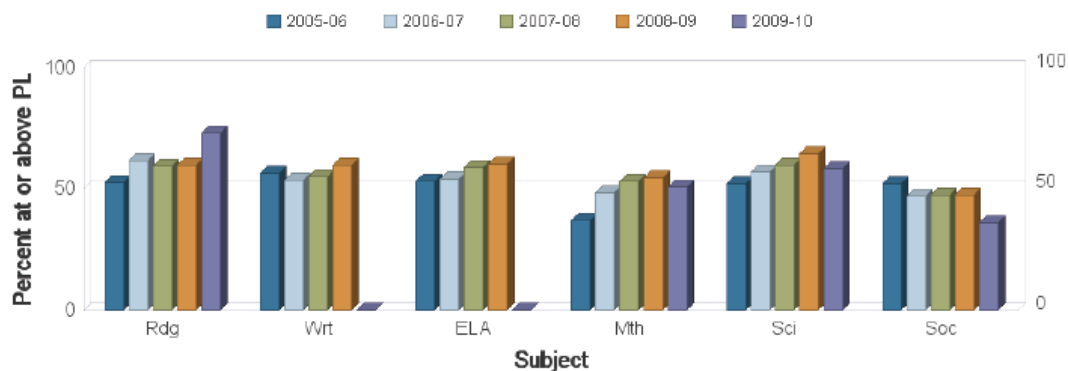
Note: In 2009-10 school year Writing and English Language Arts (ELA) were not scored by the Michigan Department of Education and were reported to schools as zero.

Performance Level Comparison - Combined Grades



MEAP History - Combined Grades																		
School Year	Reading			Writing			ELA			Mathematics			Science			Social Studies		
	Tested	% PL	n PL	Tested	% PL	n PL	Tested	% PL	n PL	Tested	% PL	n PL	Tested	% PL	n PL	Tested	% PL	n PL
2005-06	635	52.6%	334	635	56.4%	358	635	52.9%	336	651	37.2%	242	223	52.0%	116	214	52.3%	112
2006-07	609	61.7%	376	609	53.7%	327	609	54.0%	329	618	48.2%	298	191	57.1%	109	227	46.7%	106
2007-08	606	59.4%	360	605	54.9%	332	604	58.8%	355	623	53.1%	331	191	59.7%	114	190	47.4%	90
2008-09	581	59.6%	346	580	59.8%	347	578	60.0%	347	600	54.7%	328	224	64.3%	144	178	47.2%	84
2009-10	476	73.1%	348							484	50.8%	246	184	58.2%	107	133	36.1%	48

MEAP History - Combined Grades

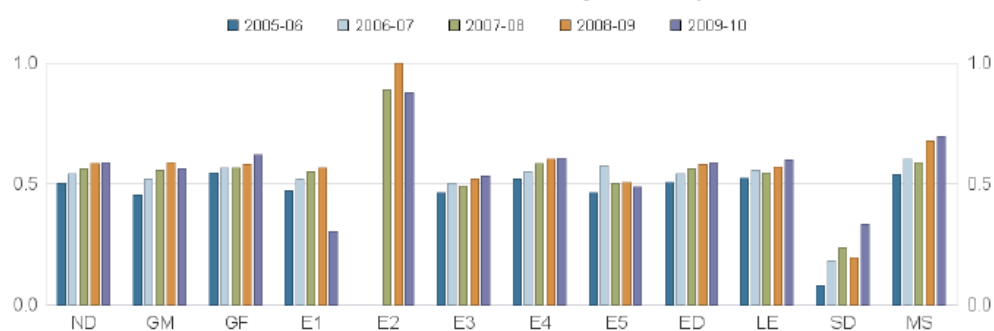


MEAP 2009-10 Performance by Sub-Group (Percentage of Students Tested Who Met or Exceeded Michigan Performance Level Standards)						
	Reading	Writing	ELA	Math	Science	Soc Stu
All Students	73.1%			50.8%	58.2%	36.1%
Gender						
Male	70.0%			49.8%	56.5%	31.0%
Female	77.0%			52.1%	59.8%	44.9%
Ethnicity						
(1) American Indian/Alaskan Native						
(2) Asian/Pacific Islander						
(3) Black, Not of Hispanic Origin	70.8%			39.4%	51.9%	44.4%
(4) Hispanic	74.4%			53.4%	61.3%	36.8%
(5) White, Not of Hispanic Origin	65.9%			46.3%	36.4%	25.0%
Special Groups						
Students with Disabilities	40.7%			37.9%	27.8%	15.4%
Limited English Proficient/Bilingual	73.5%			52.5%	61.4%	36.3%
Economically Disadvantaged	73.2%			50.7%	58.7%	36.2%

(Not reported if there are less than 10 students in a sub-group)

MEAP Performance History by Sub-Group (Percentage of Students Tested Who Met or Exceeded Michigan Performance Level Standards)					
	2005-06	2006-07	2007-08	2008-09	2009-10
All Students	50.1%	54.0%	56.1%	58.2%	58.7%
Gender					
Male	45.6%	51.9%	55.7%	58.6%	55.9%
Female	54.8%	56.3%	56.6%	57.8%	62.0%
Ethnicity					
(1) American Indian/Alaskan Native	47.2%	51.7%	55.0%	56.7%	30.0%
(2) Asian/Pacific Islander			88.9%	100.0%	87.5%
(3) Black, Not of Hispanic Origin	46.3%	49.8%	49.1%	51.7%	53.4%
(4) Hispanic	51.7%	55.1%	58.2%	60.4%	60.8%
(5) White, Not of Hispanic Origin	46.5%	57.2%	50.0%	50.6%	48.7%
Special Groups					
Students with Disabilities	7.8%	18.2%	23.5%	19.3%	33.3%
Limited English Proficient/Bilingual	52.5%	55.6%	54.9%	56.7%	59.9%
Economically Disadvantaged	50.3%	54.1%	56.1%	57.9%	58.8%

Five Year MEAP Performance by Sub-Group



ND = All Students

GM = Male

GF = Female

E1 = American Indian/Alaskan Native

E2 = Asian/Pacific Islander

E3 = Black, Not of Hispanic Origin

E4 = Hispanic

E5 = White, Not of Hispanic Origin

ED = Economically Disadvantaged

LE = Limited English Proficient/Bilingual

SD = Students with Disabilities

2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

X-General Funds <input type="checkbox"/> Title I Part A X-Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	X-Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	X-Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education
Other: \$179,000.00 Pre-implementation Funds and the monies awarded from the School Improvement Grant from Title I.			

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

The entire Earhart Middle School faculty and staff support the school improvement application. By indication of acceptance and willingness to extend beyond traditional educational standards using research-based best practices, staff became eligible to interview for a position at Earhart.

This level of commitment and collaboration at every level is key to the success of these change strategies and is a core tenet of the Earhart Vision Statement:

The vision of Amelia Earhart Middle School is to foster a collaborative environment of highly skilled and effective teachers who provide opportunities for students to develop and demonstrate academic, technological, artistic, athletic, and societal competencies.

The faculty and staff realize that signaling agreement and commitment is just the beginning. There is a full understanding that the systemic change required will be implemented to the highest capacity with the goal of student achievement at the forefront. Earhart leaders and partners will enable this by providing ongoing opportunities for faculty to work together to enhance their understanding of the knowledge and skills necessary to become effective practitioners who actually raise student achievement.

Key Earhart Staff, including the Principal, teachers, and school support staff met on August 5th and 14th, 2010 to decide how best to implement various ideas learned in Professional Development sessions into the proposed model. The entire Professional Learning Community agrees that understanding and embracing the culture of the community is key to reaching students. Change strategies to support the goal of substantial, sustained student academic improvement include:

- Providing an extended school day to increase learning time in order to support the academic growth of all students
- Improving instruction through ongoing and job-embedded professional learning that is focused on the implementation of research-based instructional strategies proven to impact student learning

- Using data as an integral part of instructional reform, both to inform instructional decisions and to guide instructional practices
- Monitoring and measuring changes in professional practice through the continuous use of technology-enabled classroom walkthroughs, reflective faculty discussions and development of data-informed action plans
- Engaging parents as meaningful partners in their children's learning by providing Saturday workshops focused on supporting student achievement, as well as a parent academic room open during each school day to provide parents with extra support
- Further increasing learning time by agreeing to commit to 100% daily attendance for all faculty, excluding emergencies, and to improving excessive absences among the Earhart students through deep analysis of attendance patterns and trends, and the development of data-informed interventions to increase attendance

Because instructional time is often lost due to student suspensions and transience, as well as absences, the staff from both schools agreed to commit to a set of practices that protect instructional time, regardless of the external threats, by:

- Setting clear expectations for student behaviors from day one, including supporting a clearly-defined, fully implemented and well-supported student behavior model that helps minimize disruptions to instructional time
- Developing in-house suspensions so that suspended students are in school and engaged in completing class work provided by their teachers to prevent any significant loss of instructional time
- Ensuring teachers follow district-pacing charts in each academic area so that high mobility students do not lose valuable time as they transition between and among schools
- Monitoring paced instruction through observations, peer review and study groups and providing immediate feedback, both to correct instructional techniques where necessary and to point out positive results, with ongoing adjustments
- A long term substitute teacher will be available to allow teachers to participate in Professional Development opportunities.
- **See Attachment I** for sample meeting agendas and meeting minutes

b. Explain the district and school's ability to support systemic change required by the model selected.

Using the model selected, and described in detail in the pages following, Earhart Middle School will have the ability to support systemic change with:

- Highly Qualified staff standards according to the No Child Left Behind Act
- Commitment to rigorous and relevant professional development

- Focused implementation of instructional practices based on research of pedagogy
- Analysis of data in an ongoing manner.

Earhart Middle School, as a turnaround Model School, has implemented the following initiatives:

1. The principal has been replaced. A new principal was selected by Detroit Public Schools with the specific goal to show immediate, measurable growth in academic achievement. Possessing the core competencies of effective leadership as well as those required to address the unique issues of consistently failing schools, the Earhart principal was also selected with cultural idioms of a prevalent Hispanic community in mind. The principal selected in July, 2010 after performance review and interview by DPS Central Administration for Earhart is Gerlma A. S. Johnson, an experienced educational leader with a positive reputation for turning around schools culturally and more importantly, in academic success for all students.
2. All teachers were screened for assignment at Earhart. As part of the Detroit Public Schools/Detroit Federation of Teachers negotiated contract, there is a Priority Schools Agreement which includes an identified teacher evaluation process, and marketing strategies to attract qualified teachers and staff. In collaboration with the Detroit Federation of Teachers (DFT), there was an understanding that no more than 50% of previous Earhart staff was to be retained. A staff selection committee of the principal, designee of the Academic and Accountability Auditor, designee of the DFT executive board, and the DFT building representation was responsible for interviewing and selecting all staff. As a result, of the nineteen teachers at Earhart for the 2010 / 2011 school year, 14 or 74% are newly assigned to the school, while 5 or 26% were selected from former Earhart staff.
3. Using an evaluative process that encompasses professional development, accountability as well as evaluation, Detroit Public Schools and Earhart Middle School will employ tools that are based on:
 - a. Professional standards that define effective teaching and leadership
 - b. Student achievement outcomes
 - c. Continuous improvement and accountability
4. All staff have committed to participating in Professional Development over and beyond that of which is required by non-High Priority Schools in Detroit Public Schools. Using available resources both within and external to the district, these Professional Development opportunities will reflect the specific needs of the Earhart community and student population, with the direct outcome being continuous, measurable improvement in student academic achievement.

Consistent, relevant and ongoing monitoring and evaluation of data (both formative and summative) will be used to guide instruction with the expectation of measurable outcomes in improvement of student academic achievement. All staff are held accountable for this. Feedback, and review of data will be conducted by the district, as well as Earhart Middle School.

In conjunction with Detroit Public Schools, Earhart Middle School embraces initiatives to recruit, place and retain staff. All staff were interviewed by a team consisting of the principal, and representatives from DFT and DPS central administration with the purpose of engaging highly qualified staff with the intention to deliver rigorous academic instruction toward consistent, measurable improvement in student academic achievement. In addition to the initial interview, all staff at Earhart are part of a Professional Learning Community, with full rights and privileges therein. Mentors for new staff is provided, support for any staff with challenges, and the ability to design and implement initiatives of their own design ensures that the staff at Earhart Middle School know they are valuable members of the learning process for all constituents.

4. School Improvement Intervention Plan—5 page limit

Describe in narrative form the building plan for implementing the intervention model selected.

Rigorous instructional practices will be implemented to support initiatives. These include, but are not limited to:

1. Extended time in English / Language Arts and Mathematics Instruction. Each student will receive no less than 120 minutes of ELA and Math instruction per school day.
2. Extended Day. All students will be available to receive additional, supplemental instruction at the conclusion of the regular school day. The teacher providing instructional service will not be the one providing such during the course of the regular day. This is to maximize access and address the differentiated learning styles of each student. Likewise, the delivery of instruction will be different than that of the regular day. Incorporating the DPS initiative of Destination Success, alternative instruction will likewise offer an opportunity to students to master the core content GLCEs, with the outcome being immediate, measurable, continuous academic improvement.
3. Push-In. All ELA and Mathematics teachers will have additional assistance from the certified teachers that are available during the course of the regular school day. Upon collaboration and cooperation of the Earhart Professional Learning Community, it is agreed that having two teachers in the classroom as much as possible with further the opportunities to meet the individual needs of students, providing immediate feedback and assistance as necessary. Likewise, having two teachers in the classroom assures an additional method to provide differentiated instruction.

4. Bi-Lingual assistance. Earhart Middle School has a high population of ESL/ELL students. With this in mind, care is given to select staff that reflect the language needs of the students, further removing barriers to academic success. In conjunction with this, staff that is not bilingual will receive training in Spanish in the form of the Rosetta Stone software, as well as students receive the same with Rosetta Stone English software. Also, student fluency will be supported by technology in the form of iPod Touch carts.
5. Pertinent and targeted professional development that is fluid to reflect the needs of the Earhart Professional Learning Community.
6. Professional development on the use of iPod Touch in every classroom will address differentiation and impact teaching and learning in each class.
7. Attendance. Consistent attendance has been problematic, particularly in the Hispanic community. An attendance agent assigned to the school will actively remediate this issue.

The principal of Earhart Middle School is empowered with operational flexibility. In addition to the above instructional practices, the organization of teacher assignments, the schedule, and specialized services for students all work comprehensively to address the needs of all students, and the flexibility to adjust those constructs to fit individual student educational needs. This will work in concert to ensure substantial improvement in student achievement, as measured by normative and summative instruments.

All data and initiatives are retrieved from parents, staff, district and state resources, and shared with the same. Sustainability will be inherent within the life of the grant, with the initiatives listed above organized so that funding will not be a negatively mitigating determiner in the school improvement implementation.

Elements of the capacity to lead the turnaround are in the early stages and will be enhanced through work with Earhart's turnaround partner. This collaborative work will focus on developing/strengthening shared instructional leadership (Instructional Leadership Teams), building the capacity of the faculty to understand and apply research-based instructional strategies proven to raise student achievement and the ongoing use of multiple forms of data to support and advance the work.

Strategic teaching methods will be enhanced by the use of instructional specialists – one math, one reading. The specialists will demonstrate the ability to use research-based strategies to improve reading and math instruction and raise student achievement. This will be in addition to our partnership with Teachscape to provide extensive support in instructional methods that significantly impact students.

Extended blocks of instructional time in math and reading will supply sufficient academic gains for students.

SSAs in the classroom, offering two different teaching and problem solving strategies and one-on-one support to students will ensure systematic change.

The use of Parent workshops will promote parental involvement by offering resources such as use of a computer for job searches, finding needed family resources; offering instructional time for parents needing assistance in helping their child with homework, assistance with money management or understanding a budget, and various other resources to relieve household stress.

Earhart is committed to servicing the emotional needs of students in the form of school-wide fieldtrips, and team sports, offer students a sense of unity and group pride. Also, offering an opportunity to use peer mediation skills and a feeling of self-worth.

5. External Provider Selection

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

Detroit Public Schools conducted a needs assessment and aligned it with the comprehensive support provided by the external partner provider. Teachscape and Wayne RESA were selected from the MDE preapproved list.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

Earhart is committed to addressing student learning challenges -- before the students fail -- by employing data analysis from sources which include but are not limited to: MEAP Accelerated Reading and Math, teacher-made tests, district quarterly and formative assessments, and other formal and informal methods of student evaluation. In addition, Earhart will be working with the Teachscape partners to design, develop, and implement a three-tiered data-based Response To Intervention (RTI) model to improve teaching practice, student achievement and student behavior. To ensure effective development and implementation of the tiered instruction, the partners will develop and provide specific professional learning that focuses on: full implementation of the scientifically-based and aligned curriculum; understanding and applying a range of differentiation techniques; ongoing progress monitoring; instructional grouping strategies; use of benchmark, diagnostic and formative assessments to inform instruction and monitor student learning; and specific instructional strategies to support teachers and aides in

working effectively with small learning groups. Along with this, Earhart Middle School will employ the continuous improvement cycle to determine academic/ nonacademic, attendance, and behavioral data. Through summative and disaggregate data student interventions and staff professional development needs will be determined. DPS initiatives including Learning Village and Data Director will be used to access this data, as will other formal and informal means of ascertainment.

Tier I

The RTI process begins by screening all students and identifying those at risk of not meeting proficiency. School staff will conduct the screenings, using an instrument selected by the school and vetted by the district. While the progress of all students will be monitored through the RTI process, special attention will be paid to the identified students.

- **Collecting and Analyzing Schoolwide Data**

In addition to screening, school leaders and Teachscape partners will conduct a comprehensive and in-depth analysis of the school's data – student achievement data, instructional practice data and trend data. This analysis will provide a baseline understanding of teaching and learning strengths and needs, and inform questions about practice that frame walkthroughs to provide common instructional data that is collected in consistent ways.

To ensure data is collected and analyzed frequently to inform instruction and interventions in meaningful ways, the partners will create data walls to publicly monitor student progress and portfolios for identified students to monitor the efficacy and impact of the interventions provided.

Once the data systems are developed, the instructional leaders and partners need to identify and align research-based curriculum for the core academic areas.

- **Implementation of Scientifically-Based Curricula**

The school has committed to implement the findings of the National Reading Panel (2002) in selecting and implementing reading curriculum for Tier I that includes the five key components (phonemic awareness, phonics, fluency, vocabulary development and comprehension) and that also include explicit and systematic instruction, and organizational and instructional routines that are consistent across grade levels (Hughes and Dexter, 2007). Core mathematics curricula will have a clear research base, and also offer explicit instructional strategies and clear organizational and instructional routines that are consistent across grades.

Teachscape staff will support the school staff in using these materials with fidelity by helping school staff unpack the MDE and Common Core standards, align the curricula – horizontally and vertically – with the standards, pace the curriculum relative to district guidelines and also

provide opportunities for extra practice and for enrichment, and develop lesson studies focused on the aligned curricula.

Faculty have committed to using the selected curricula as part of the core (Tier I) instruction for all students, differentiating and supplementing (Tiers II and III) as appropriate.

To ensure the selected curricula is aligned vertically as well as to standards, Teachscape partners will provide access to their Curriculum tool, which will align the curricula, and will offer professional learning workshops to help teachers and leaders unpack the standards, identify gaps and duplications across grades, and identify effective strategies for implementing the curricula to address the learning needs of every student.

Leaders, with support from the Teachscape partners, will use the CWT tool to monitor implementation and ensure the curricula are implemented with fidelity.

- **Assessments and Progress Monitoring**

Effective, achievement-focused instruction is based on ongoing assessments and progress monitoring to monitor the implementation of the selected interventions and measure their impact on teaching and learning. Detroit Public Schools provide a wide range of data that include state assessments (MEAP), quarterly benchmark testing and assessments such as DiBELS, Burst, Start Reading and others.

The Earhart staff have committed to using ongoing formative assessments to monitor student progress relative to goal, inform instructional practices, such as grouping, and using a ‘backward design’ (Wiggins and McTighe, 1998) to help drive the expected outcomes. Teachscape partners will support this through focused sessions on Data Literacy and technical assistance in unpacking and analyzing the data – not to label students, but to inform teaching and learning. The end result will be assessment-focused classrooms in which the expectations are transparent as well as high, and the assessments are integrated with the curriculum and instruction. As incentive to recognize the efforts resulting in measurable student academic improvement, performance bonuses will be given based on an overall increase in MEAP scores of 10% or better from the 2009 results in all areas.

- **Differentiated Instruction**

Tier I instruction is designed as highly effective instruction for all students. Implementing this well rests on effective approaches to differentiation.

The Earhart faculty are committed to addressing student needs by differentiating instruction relative to deliver, time, content, process, product, and/or learning environment (Tomlinson, 2001). As a key component of Tiered instruction, faculty and Teachscape staff will work collaboratively to identify the differentiated learning needs of the students, provide differentiation as defined in Tomlinson’s body of work and monitor the progress of the student carefully to ensure they are on track to meeting their learning goals.

Differentiation will place the students at the center of the teaching/learning dyad and will include: differentiated instructional practices, such as peer tutoring, shared reading, instructional groupings, etc.; differentiating the time for identified students to complete the learning activities; differentiating the work (products) students will submit as evidence of their learning; and/or differentiating the content. Making this happen, however, depends on the degree to which teachers are prepared to implement differentiated instruction.

Teachscape will support this development by offering professional learning that is informed by data and provided through both workshops/seminars, professional learning communities, job-embedded professional learning, and at elbow coaching for teachers and leaders. In addition:

- The partners have committed to facilitating self-analysis of teaching practice by engaging volunteer teachers in analyzing videos of their own practice and in framing strategies to improve their practice.
- Teachscape partners will model effective coaching, co-planning and co-teaching for the school's leadership, building on their capacity to provide data-informed and achievement-focused professional learning.
- The Instructional Leadership Team will work with Teachscape partners to enhance their capacity to promote, support and sustain effective teaching practices and improved student achievement.
- School leaders will meet monthly as part of an achievement-focused Leadership PLC to discuss and share successful practices, identify and address common problems of practice and build their own skills as instructional leaders.

Tier II

Tier II, which is small group instruction, will be provided for those students for whom effective core classroom instruction is simply not sufficient. Students in Tier II will participate in additional instruction daily, both in small groups during the regular school day and in extended time instruction, to which the Earhart faculty has already committed.

Students participating in Tier II instruction will receive an additional 25-30 minutes of explicit instruction in addition to the Tier I literacy and math blocks. School aides will be trained by the partners and assigned to support Tier II efforts with very small groups (1-5) of youngsters with homogeneous learning needs.

Tier II efforts are designed to supplement and enhance, not replace, Tier I core teaching. Weekly progress monitoring will help ensure the fine-tuning necessary to keep the struggling students on track relative to meeting their learning goals. The data-informed approach will be implemented through trained staff using research-based supplemental learning materials and resources.

Tier III

Tier III instruction will be provided for that small group of students who are still struggling after Tier II instruction is provided. As with Tier II, additional time (50-60 minutes) will be provided for intensive instruction on a daily basis. Aides will work with even smaller groups of children (1-3), supporting learning activities developed by a specialist, in collaboration with the classroom teacher. These youngsters will continue to participate in the Tier I core teaching. Tier II is intensive supplemental intervention that is guided by data and implemented through research-based instructional materials.

Building the Essential Foundation

A common practice among high performing schools is the use of data to drive and support continuous instructional improvement (Tomlinson, 2003; Datnow, Park and Wolhsetter, 2007). Another is to link student data with teaching data to inform both teaching practice and drive measurable and dramatic changes in student achievement (Berry, Fuller and Reeves, 2007). The Earhart staff and their Teachscape partners are committed to building the essential foundation of data-informed approaches to teaching and learning proven effective in raising student achievement.

As partners in building a pervasive data culture, Teachscape will support and coach the work of both the instructional leaders and classroom teachers on using data to inform effective instructional decisions and measurable changes in practice. Teachscape specialists will support their ongoing coaching with two technology-mediated tools to ensure the efforts are sustained beyond the three-year period. These tools include:

- The Teachscape Classroom Walkthrough Tool (CWT)
- REFLECT, to facilitate video capture of teacher practice for teachers to work independently or with peers to self-analyze their practice relative to frameworks, engage in lesson study and identify areas of teaching strengths and their professional learning needs.

Both tools will be used to support the work of the instructional leaders and Teachscape specialists.

Working with Instructional Leaders: CWT

Teachscape offers professional learning for the Earhart Instructional Leadership Team that is focused on a seven-step walkthrough process proven to support measurable changes in practice. The seven steps include: (1) setting a clear purpose for the walk, based on student data that indicates a problem of practice; (2) collecting common data in a common way, using a PDA; (3) analyzing the data to explore dominant instructional



practices, differences between grade bands, changes over time, and multiple other areas of concern; (4) reflecting on and discussing the data, in faculty meetings, PLC sessions, ILT meetings, etc.; (5) using the analyzed data to collaboratively develop an Action Plan to address areas of concern; (6) implementing the Plan; and, (7) using the PDA to monitor the implementation of the plan, measure its impact and determine the focus of new walks.

This iterative process reflects the Plan-Do-Study-Act continuous improvement cycle that guides, supports and sustains changes in practice. It is supported through Teachscape's CWT software that syncs the data and uploads it seamlessly to a private, password-protected database for manipulation and analysis. To ensure the greatest possible flexibility, the set of walkthrough indicators ('look fors') can be completely customized by the school to represent their specific interests and needs.

Working with Instructional Leaders: REFLECT

Teachscape will help the leaders introduce REFLECT, a panoramic digital video camera that allows teachers to film a lesson, analyze it alone or with peers, assess their own practice relative to a framework, engage in lesson studies, annotate and tag the video. Teachers can also upload their lesson plans and examples of student work from the lesson to get the clearest possible understanding of their strengths and their professional learning needs.

Independently, with peers or as part of a practice-focused PLC, teachers will have the opportunity to analyze actual lessons, reflect on their observations and use the data to help inform their understanding of their teaching strengths and areas for improvement. The Teachscape/Earhart partners will work with the teachers to identify data-informed professional learning.

Working with Instructional Leaders: Effective Teaching Strategies

As the instructional leaders begin to shape clear pictures of the instructional practices that shape student outcomes, Teachscape specialists will work with the school leaders to use the data to guide the development of a common core of practice that focuses on the development and application of research-based instructional strategies proven effective in improving teaching and learning. These will include:

- Using Teachscape's library of multimedia learning modules as part of a focused study to help leaders deepen their understanding of Marzano's nine categories of high yield strategies, which will help develop a school-wide focus and frame a common core of practice;
- Providing at-elbow coaching to support the leaders in promoting, leading and supporting data-informed instructional groupings and differentiated approaches to teaching and learning in every classroom;

- Applying the Teachscape online library and video captures of school-based teaching (with the permission of the teachers) to develop a common vision of effective teaching practices and a language to support the visions; and
- Using the CWT tool to monitor implementation of the strategies and measure their impact on improved instruction.

Teachscape will work directly with teachers – explaining, modeling, co-planning and co-teaching to build deep teacher understanding of research-based instructional practices and proven ways to integrate these effectively with classroom practice.

Working with Teachers: Promoting Reflection and Self Analysis

Teachscape partners, will provide support and guidance to the teachers in using video capture to reflect on their teaching practice, promote self-analysis of teaching strengths and professional learning needs, and identify professional learning opportunities offered through the district, the school or through Teachscape tools and resources. The intent of this direct intervention with teachers is to model the change practices for instructional leaders, then support the leaders as they work directly with the teachers.

The REFLECT camera, online reflection activities, peer discussions and self-analysis will frame the described activities.

Working with Teachers: Applying Effective Instructional Strategies

Teachscape specialists will help teachers understand how to apply appropriate instructional strategies to their teaching practice in focus areas. The specialists will offer seminars as part of after-school professional learning time, during grade meetings or as part of faculty meetings, and will follow this up with observations, using the CWT tool to monitor implementation and measure the impact of the professional learning, and with at-elbow coaching to ensure the practices are implemented effectively.

Instructional staff will observe the work of the Teachscape specialists and develop plans to implement the work on their own.

The success of RTI and the entire school improvement effort rests on the capacity of teachers to integrate assessments, curriculum and instruction in coherent and differentiated ways to meet the learning needs of each student. It also rests on the capacity of leaders to promote, support and sustain effective practices. The interventions proposed are designed to build the critical capacity needed.

In concert with Teachscape, evaluative measures as indicated by Detroit Public Schools, the Michigan Department of Education, and the federal government (specifically The No Child Left Behind Act) are instituted for measurement and evaluation of all staff that work with students.

Regular assessments and evaluations will be conducted, with the purpose being for continuous, measurable student improvement in academic achievement. Each staff person will have evaluations by administration on both the local and central level, as well as conduct self evaluation and review. Resources for evaluation include the No child Left Behind Act, Michigan teaching credentials, and the Detroit Public Schools Standards for effective Teaching Performance, as well as informal and self evaluative tools.

The following table is indicative of the commitment the Earhart Professional Learning Community has to the cyclical, reflective review of data with the goal of its analysis and application driving instruction. The Earhart Professional Learning Community, which constitutes all staff, parents, and community sources, has developed this professional development plan as a shared vision with the purpose of substantially and measurably improving student academic achievement. With this in mind, data (qualitative and quantitative) and reciprocal accountability will drive instruction. Regular, cyclical assessment and evaluation will likewise determine the Professional Development to enhance instruction toward consistent student academic achievement.

Meeting	Timeline	Persons Responsible	Participants
Goal Setting “Looking At Data”	Early Fall 2011 (3 hours)	Instructional Specialists and Teachscape	Administrators, Teaching Staff
School Improvement Team	On-going	Administrators, Teaching/Support Staff, Parents	Administrators, Teaching/Support Staff, Parents
Item Analysis (MEAP & quarterly district tests in reading and math)	Quarterly	Administrators, Teaching Staff, Instructional Specialists and Teachscape	Administrators, Teaching Staff and Teachscape
Wednesday Staff Meeting	Weekly	Administrators, Teaching Staff and Teachscape	Administrators, Teaching/Support Staff and Teachscape
Parent-Teacher Conferences	Weekly	Administrators, Teaching/Support Staff, Parents	Administrators, Teaching/Support Staff, Parents, Community Partners

L.S.C.O. Meetings	Monthly	Administrators, Teaching/Support Staff, Parents, Teachscape	Administrators, Teaching/Support Staff, Parents, Teachscape
Classroom Reading Assessments	On-going	Teaching Staff, Reading Specialist	Teachers, Students, Reading Specialist
Accelerated Reading and Math Assessments	On-going	Teaching Staff	Teachers & Students
Examine Student Work/Grade level teams	Twice weekly	Administrators, Teaching Staff and Teachscape	Teaching Staff and Teachscape
MEAP Review	September, October 2011, Quarterly Thereafter	Administrators, Teaching Staff and Teachscape	Parents, Students, Teaching Staff and Teachscape
Classroom Math Assessments	On-going	Teaching Staff, Math Specialist	Teachers, Students
Grade Level Content Expectations	Each Fall	Administrators, Teachscape & Teaching Staff	Teaching Staff
Detroit Public Schools Professional Development Sessions	On-going	Detroit Public Schools	All staff

Professional Development

The following table is indicative of the commitment the Earhart Professional Learning Community has to relevant, rigorous professional development with the goal of continuous, measurable student academic improvement. The list is subject to be changed and added on, determined by evaluation of student need:

Professional Development	Timeline	Participants
Planning for Outcomes	Fall 2011	Teachscape, Administrators, All Staff
Grade Level Content Expectations	Fall 2011 Staff Meeting	Administrators, Teaching Staff, Teachscape
Using Data to Improve Student Achievement	Fall 2011 3 hour Meeting	D. Wahlstrom, Administrators, Staff (Staff Academy)
Technology Instruction for All New Technology for a new building	Fall 2011	DPR Educational Services, Administrators, Staff, Parents, Community
Power of a Teacher Through High Expectations	To Be Determined	Larry Bell, Administrators, Teaching Staff
Response to Intervention	To Be Determined	Administrators, Teachers, Support Staff
Test-Taking Skills in the Classroom	Fall 2011	Exam Experts, Administrators, Teachers, Staff
Preparation for High School and Beyond	To Be Determined	DPR Educational Services, Parents, Community
Writing Made Easy	To Be Determined	Erik Cork, Students, Teachers, Specialists
Parent Workshops	Monthly	Exam Experts, Parents, Community
Doughnuts with Dad / Muffins with Mom	Quarterly	Parents, Counselor, Social Worker, Support Staff

References

- Bernhardt, Victoria L. (2003). No Schools Left Behind. *Educational Leadership*, 60(5), 26–30.
- Berry, B., Fuller, E., and Reeves, C. (2007). *Linking Teacher and Student Data to Improve Teacher and Teaching Quality*. Washington, DC: Data Quality Campaign.

Datnow, A., Park, V., & Wohlstetter, P. (2007). *Achieving with data: How high- performing school systems use data to improve instruction for elementary students*. Los Angeles, CA: University of Southern California, Center on Educational Governance.

Hughes, C. and Dexter, D. (2007). *Selecting a Scientifically-Based Core Curriculum for Tier I*. Washington, DC: RTI Action Network.

Tomlinson, C. A. (2003). *Differentiating instruction for academic diversity*. Classroom teaching skills, 7th Ed, J.M. Cooper (Ed), 149-180. Boston: Houghton Mifflin.

Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed Ability Classrooms*. Alexandria, VA: Association for Supervision & Curriculum Development.

US Department of Education. (2009). *Using Student Data to Support Instructional Decision-Making*. Washington, DC: Institute of Education Sciences.

Wiggins, Grant and Jay McTighe. (1998). *Understanding by Design*. Alexandria, V: Association for Supervision & Curriculum Development.

A vibrant professional learning community is critical to student achievement because professional learning community members break down the traditional isolation of teachers, open up their teaching into a public practice, and ensure that each student is learning. The key is to ensure that collaborative groups focus on things that will have a positive impact on students' learning/achievement and have adequate time to engage in the work.

Earhart's principal has a positive reputation for growing a school culture without cliques or factions as she empowers faculty members with meaningful work and leadership responsibilities. Having a "committee of the whole" meeting allows for each adult at the school to know what is going throughout the school even as smaller teams (e.g. grade level and content area) engage in specific work to support the mission of the school.

Collaboration requires time and this requirement will be met with a schedule that allows for common preps and team teaching to support the instructional core. Faculty meetings are weekly, grade level meetings occur as needed (at least monthly), subject area teams meet as needed (at least monthly), off-campus meetings occur at least twice a year, and individual coaching sessions occur as needed. Faculty are expected to "pull out all the stops" to support student learning at the school, including working extended days to meet, problem-solve, assess, and refine policies and practices that impact student learning. School leadership and partner coaches will monitor teams for member attendance, norms, focus on learning, and ensure they have resources they need, collect products/artifacts of their work, and learn from one another. Furthermore, teachers will share a common set of students (e.g., a 6th grade group of students rotates through a set of teachers together as a block rather than scheduling students individually

by class period), facilitating their discussion about individual students' needs as well as needs of the entire group.

Earhart is committed to having well-structured collaboration that fosters accountability. With support from Teachscape, we will develop and maintain strong results-oriented collaborative teams with established norms/expectations, a common vision of quality instruction and authentic work that we document with agendas, protocols and action plans. Collaborative meetings will allow faculty and staff to assess and identify needs, develop strategies, and plan for meeting students' needs to increase achievement levels in the core content areas. Part of the work will be to design and critique lessons, analyze student work, and plan for specific interventions appropriate for students who require them to be successful. Teams will document their work with agendas, protocols, summarizing memos/action items with timelines, and responsible parties.

Teachers will also collaborate daily in grade level common prep teams to review and analyze student data as well as ancillary concerns, decide which strategies will yield the most positive impact, and implement those that improve and enhance student performance. The partnership will promote a data-informed approach to developing meaningful professional learning. School instructional leaders and Teachscape consultants will review the data together and make any necessary adaptations to reflect the district and/or school priorities, faculty interest and needs, student learning gaps, local context and culture, and emerging trends. Teacher expectations and student achievement will increase as we collaborate to assess, examine student work, and research best teaching practices.

Communication is important for strong collaboration – everyone needs to be on the same page and clear about the mission and vision; everyone needs to know about colleagues' good work in public forums (recognitions every faculty meeting, public-facing newsletters); tone of communication is always positive and professional, even when the conversations are “courageous”/challenging.

As a Professional Learning Community, Earhart Middle School embraces that collaboration with parents, community, business, and faith-based organizations lend a great deal to the continuous, measurable improvement of student academic achievement, which is the ultimate goal. With this in mind, concerted efforts to increase said collaboration will be given with school and community-based events and program that promote engagement, involvement, and enrichment.

Parent Programs and Activities	Type
Family Nights	Family enrichment nights for math and reading
Scholastic Book Fair	Literacy
Community Picnic	Celebrate the end of the school year

L.S.C.O. Meetings (Monthly)	Discuss school issues monthly
Title I Meetings (each semester)	Discuss school issues each semester
Parent Seminars/Conferences	To address parent needs
Parent Luncheon	Parent appreciation
Parent ESL Classes	English as a Second Language development
Money Smart: Finance Classes for Parents and Students	Financial education
Parent-Teacher Community Organization (PTCO)	Supporting parent-school communication and collaboration
Parent newsletters	School/home communication
Promotion Ceremony	8 th grade promotion
Honor Roll Assemblies/Activities	Supporting exemplary student achievement and improvement
Data Analysis	Explain results and meaning of testing data

In addition to the initiatives put in place by Detroit Public Schools to ensure parental and community input is inherent in all decision-making (i.e. Detroit Parent Network, the Division of Parental and Community Involvement, parent workshops and resource centers), the Professional Learning Community at Earhart Middle School likewise recognizes that all stakeholders are full partners in the forward movement of the school. This is evidenced by meeting minutes, agendas, and parent/community participation in all aspects of the school.

Community Partnerships/ Programs	Type
Southwest Solutions	Counseling and Social Work Services
Afterschool Tutoring for Bilingual Instruction	Tutoring
Spelling Bee	Annual event
Science & Math Fair	Annual event
Social Studies Bowl	Annual event
Tutorial Enrichment Program	Tutoring
Open House	Annual event
DAPCEP	Pre-engineering
Academic Games	Numeracy, Literacy, and Social Studies Enrichment
Career Day (Community Members)	Career Awareness
LETus: Science Initiative through the University of Michigan	Science education
Reading Tutors	Literacy/reading
ATLAS Communities Grant	Community Support
21 st Century	After School Tutoring/Projects
Neighborhood City Hall	Community Support
MGM Grand Casino	Community Support
LaSed	Community Support
Southwest Solutions	Community Support
Communities in Schools	Community Support
Mayor's Faith-Based Taskforce	Community Support

Ms. Johnson is highly skilled at engaging community resources to support the school and has turned previously adversarial relationships between school and community into positive ones. She shares the school's vision and mission with community members and communicates to all stakeholders the importance of students' needing to take responsibility for their education. We will continue to engage community groups that affirm the cultural and social capital of the school community and will support students with social, emotional and academic needs (see table above for specifics). Experts and advocates in the community are treasured resources for the school.

Ensuring frequent and positive one-way and two-way communication with parents and community members and demonstrating unrelenting commitment to bettering the lives of the children is another way to involve the greater community. As parents and community members see and trust the commitment school staff make to students' development and learning, the children gain confidence, more adults in the community contribute to individual students and to the overall success of the school. Parents previously disengaged from supporting the school ask how they can help their children succeed, ensuring the culture moves from a potential "us/them" to a "we" culture focused on helping students thrive. To achieve this, parents must be kept informed about the school and their child's experience at the school through various communications, including weekly notes home, a monthly newsletter from the principal; automatic calling system for emergency, attendance, and general information; parent teacher conferences; and parent volunteers.

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

Earhart Middle School, identified as being a High Priority School by Detroit Public Schools, is under the negotiated new contractual language allowing for shared decision-making to provide the level of autonomy and operational flexibility required to improve student achievement. In the amended Detroit Federation of Teachers Collective Bargaining Agreement are Flexible Work Conditions. Per this agreement between the District and Priority School staff, members of Earhart agree to the following:

- Extended school day and year
- Participation in the Shared Decision-Making process
- Hiring based on selective application process
- Retention of staff based upon performance, not seniority
- Participation in mandatory prescriptive professional development

(Please refer to School District of the City of Detroit Settlement Proposal to the Detroit Federation of Teachers, Local 231 (December 3, 2009); pages 18-23)

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

YEAR ONE (2011 – 2012 School Year)

Rigorous instructional practices will be implemented to support initiatives. These include, but are not limited to:

1. ****Extended time in English / Language Arts and Mathematics Instruction.** Each student will receive no less than 120 minutes of ELA and Math instruction per school day.
2. ****Extended Day.** All students will be available to receive additional, supplemental instruction at the conclusion of the regular school day. The teacher providing instructional service will not be the one providing such during the course of the regular day. This is to maximize access and address the differentiated learning styles of each student. Likewise, the delivery of instruction will be different than that of the regular day. Incorporating the DPS initiative of Destination Success, alternative instruction will likewise offer an opportunity to students to master the core content GLCEs, with the outcome being immediate, measurable, continuous academic improvement.
3. ****(Limited -upon availability)Push-In.** All ELA and Mathematics teachers will have additional assistance from the certified teachers that are available during the course of the regular school day. Upon collaboration and cooperation of the Earhart Professional Learning Community, it is agreed that having two teachers in the classroom as much as possible with further the opportunities to meet the individual needs of students, providing immediate feedback and assistance as necessary. Likewise, having two teachers in the classroom assures an additional method to provide differentiated instruction.
4. **Bi-Lingual assistance.** Earhart Middle School has a high population of ESL/ELL students. With this in mind, care is given to select staff that reflect the language needs of the students, further removing barriers to academic success. In conjunction with this, staff that is not bilingual will receive training in Spanish in the form of the Rosetta Stone software, as well as students receive the same with Rosetta Stone English software. Also, student fluency will be supported by technology in the form of iPod Touch carts.
5. ****Pertinent and targeted professional development** that is fluid to reflect the needs of the Earhart Professional Learning Community. Substitute teachers assigned specifically to Earhart will ensure consistent, excellent delivery of instruction (not available during pre-implementation).

6. Attendance. Consistent attendance has been problematic, particularly in the Hispanic community. An attendance agent assigned to the school will actively remediate this issue.

****Strategies in place during pre-implementation**

YEAR TWO (2012-2013 School Year)

Rigorous instructional practices will be implemented to support initiatives. These include, but are not limited to:

1. Extended time in English / Language Arts and Mathematics Instruction. Each student will receive no less than 120 minutes of ELA and Math instruction per school day.
2. Extended Day. All students will be available to receive additional, supplemental instruction at the conclusion of the regular school day. The teacher providing instructional service will not be the one providing such during the course of the regular day. This is to maximize access and address the differentiated learning styles of each student. Likewise, the delivery of instruction will be different than that of the regular day. Incorporating the DPS initiative of Destination Success, alternative instruction will likewise offer an opportunity to students to master the core content GLCEs, with the outcome being immediate, measurable, continuous academic improvement.
3. Push-In. All ELA and Mathematics teachers will have additional assistance from the certified teachers that are available during the course of the regular school day. Upon collaboration and cooperation of the Earhart Professional Learning Community, it is agreed that having two teachers in the classroom as much as possible with further the opportunities to meet the individual needs of students, providing immediate feedback and assistance as necessary. Likewise, having two teachers in the classroom assures an additional method to provide differentiated instruction.
4. Bi-Lingual assistance. Earhart Middle School has a high population of ESL/ELL students. With this in mind, care is given to select staff that reflect the language needs of the students, further removing barriers to academic success. In conjunction with this, staff that is not bilingual will receive training in Spanish in the form of the Rosetta Stone software, as well as students receive the same with Rosetta Stone English software. Also, student fluency will be supported by technology in the form of iPod Touch carts.
5. Pertinent and targeted professional development that is fluid to reflect the needs of the Earhart Professional Learning Community. Substitute teachers assigned specifically to Earhart will ensure consistent, excellent delivery of instruction.
6. Attendance. Consistent attendance has been problematic, particularly in the Hispanic community. An attendance agent assigned to the school will actively remediate this issue.

YEAR THREE (2013-2014 School Year)

Rigorous instructional practices will be implemented to support initiatives. These include, but are not limited to:

1. Extended time in English / Language Arts and Mathematics Instruction. Each student will receive no less than 120 minutes of ELA and Math instruction per school day.
2. Extended Day. All students will be available to receive additional, supplemental instruction at the conclusion of the regular school day. The teacher providing instructional service will not be the one providing such during the course of the regular day. This is to maximize access and address the differentiated learning styles of each student. Likewise, the delivery of instruction will be different than that of the regular day. Incorporating the DPS initiative of Destination Success, alternative instruction will likewise offer an opportunity to students to master the core content GLCEs, with the outcome being immediate, measurable, continuous academic improvement.
3. Push-In. All ELA and Mathematics teachers will have additional assistance from the certified teachers that are available during the course of the regular school day. Upon collaboration and cooperation of the Earhart Professional Learning Community, it is agreed that having two teachers in the classroom as much as possible with further the opportunities to meet the individual needs of students, providing immediate feedback and assistance as necessary. Likewise, having two teachers in the classroom assures an additional method to provide differentiated instruction.
4. Bi-Lingual assistance. Earhart Middle School has a high population of ESL/ELL students. With this in mind, care is given to select staff that reflect the language needs of the students, further removing barriers to academic success. In conjunction with this, staff that is not bilingual will receive training in Spanish in the form of the Rosetta Stone software, as well as students receive the same with Rosetta Stone English software. Also, student fluency will be supported by technology in the form of iPod Touch carts.
5. Pertinent and targeted professional development that is fluid to reflect the needs of the Earhart Professional Learning Community. Substitute teachers assigned specifically to Earhart will ensure consistent, excellent delivery of instruction.
6. Attendance. Consistent attendance has been problematic, particularly in the Hispanic community. An attendance agent assigned to the school will actively remediate this issue.

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	73	82	91	100
Mathematics	51	68	84	100

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

A meeting was held with community leaders, parents, teachers, union representatives, and business leaders. The District's plan was presented to them and they were allowed to comment and give input on how to make the application and turnaround plan stronger. The community was also engaged during the development of the Academic Plan and Master Facilities Plan, both of which were essential parts of the School Improvement application and the intervention model. The Detroit Board of Education passed a resolution approving the School Improvement Grant. Earhart Middle School also collaborated with Teachscape in preparing the School Improvement application.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

The interventions selected for the Turnaround model at Earhart Middle School are designed to build capacity of the administration, staff, students and community. The strategies and interventions selected are specifically designed for all staff to be able to complete without outside assistance following the grant period. Likewise, the student population will be at a level in which the extra manpower will not be necessary. This improved capacity (extended day/time, additional resources for bilingual students, professional development) will be self-sustaining after funding ends.

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

*** See Attachment B – Turnaround**

Section C. See Attachment II for Detailed Budget

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

Example:

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
\$179,000	\$1,000,000	\$1,000,000	\$1,000,000	\$3,000,000

Section D.**Baseline Data Requirements**

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Turnaround

Number of minutes in the school year	67,860
Student Data	
Dropout rate	N/A
Student attendance rate	N.A.
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	N/A
International Baccalaureate	N/A
Early college/college credit	N/A
Dual enrollment	N/A
Number and percentage enrolled in college from most recent graduating class	N/A
Student Connection/School Climate	
Number of disciplinary incidents	N.A.
Number of students involved in disciplinary incidents	N.A.
Number of truant students	N.A.
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	N.A.
Teacher Attendance Rate	N.A.

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

Attachment B—Turnaround Model

The following items are required elements of the turnaround model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal

The principal has been replaced. A new principal was selected by Detroit Public Schools with the specific goal to show immediate, measurable growth in academic achievement. Possessing the core competencies of effective leadership as well as those required to address the unique issues of consistently failing schools, the Earhart principal was also selected with cultural idioms of a prevalent Hispanic community in mind. The principal selected in July, 2010 after performance review and interview by DPS Central Administration for Earhart is Gerlma A. S. Johnson, an experienced educational leader with a positive reputation for turning around schools culturally and more importantly, in academic success for all students.

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.

Working with Teachers: Promoting Reflection and Self Analysis

Teachscape partners, will provide support and guidance to the teachers in using video capture to reflect on their teaching practice, promote self-analysis of teaching strengths and professional learning needs, and identify professional learning opportunities offered through the district, the school or through Teachscape tools and resources. The intent of this direct intervention with teachers is to model the change practices for instructional leaders, then support the leaders as they work directly with the teachers.

The REFLECT camera, online reflection activities, peer discussions and self-analysis will frame the described activities.

Working with Teachers: Applying Effective Instructional Strategies

Teachscape specialists will help teachers understand how to apply appropriate instructional strategies to their teaching practice in focus areas. The specialists will offer seminars as part of after-school professional learning time, during grade meetings or as part of faculty meetings, and will follow this up with observations, using the CWT tool to monitor implementation and measure the impact of the professional learning, and with at-elbow coaching to ensure the practices are implemented effectively.

Instructional staff will observe the work of the Teachscape specialists and develop plans to implement the work on their own.

The success of RTI and the entire school improvement effort rests on the capacity of teachers to integrate assessments, curriculum and instruction in coherent and differentiated ways to meet the learning needs of each student. It also rests on the capacity of leaders to promote, support and sustain effective practices. The interventions proposed are designed to build the critical capacity needed.

In concert with Teachscape, evaluative measures as indicated by Detroit Public Schools, the Michigan Department of Education, and the federal government (specifically The No Child Left Behind Act) are instituted for measurement and evaluation of all staff that work with students. Regular assessments and evaluations will be conducted, with the purpose being for continuous, measurable student improvement in academic achievement. Each staff person will have evaluations by administration on both the local and central level, as well as conduct self evaluation and review. Resources for evaluation include the No child Left Behind Act, Michigan teaching credentials, and the Detroit Public Schools Standards for effective Teaching Performance, as well as informal and self evaluative tools.

3. Screen all existing staff and rehire no more than 50 per cent.

All teachers were screened for assignment at Earhart. As part of the Detroit Public Schools/Detroit Federation of Teachers negotiated contract, there is a Priority Schools Agreement which includes an identified teacher evaluation process, and marketing strategies to attract qualified teachers and staff. In collaboration with the Detroit Federation of Teachers (DFT), there was an understanding that no more than 50% of previous Earhart staff was to be retained.

4. Select new staff.

A staff selection committee of the principal, designee of the Academic and Accountability Auditor, designee of the DFT executive board, and the DFT building representation was responsible for interviewing and selecting all staff. As a result, of the nineteen teachers at Earhart for the 2010 / 2011 school year, 14 or 74% are newly assigned to the school, while 5 or 26% were selected from former Earhart staff.

5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.

In conjunction with Detroit Public Schools, Earhart Middle School embraces initiatives to recruit, place and retain staff. All staff were interviewed by a team consisting of the principal, and representatives from DFT and DPS central administration with the purpose of engaging highly qualified staff with the intention to deliver rigorous academic instruction toward consistent, measurable improvement in student academic

achievement. In addition to the initial interview, all staff at Earhart are part of a Professional Learning Community, with full rights and privileges therein. Mentors for new staff is provided, support for any staff with challenges, and the ability to design and implement initiatives of their own design ensures that the staff at Earhart Middle School know they are valuable members of the learning process for all constituents.

6. Provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff

Regular, cyclical assessment and evaluation will determine the Professional Development to enhance instruction toward consistent student academic achievement.

Meeting	Timeline	Persons Responsible	Participants
Goal Setting “Looking At Data”	Early Fall 2011 (3 hours)	Instructional Specialists and Teachscape	Administrators, Teaching Staff
School Improvement Team	On-going	Administrators, Teaching/Support Staff, Parents	Administrators, Teaching/Support Staff, Parents
Item Analysis (MEAP & quarterly district tests in reading and math)	Quarterly	Administrators, Teaching Staff, Instructional Specialists and Teachscape	Administrators, Teaching Staff and Teachscape
Wednesday Staff Meeting	Weekly	Administrators, Teaching Staff and Teachscape	Administrators, Teaching/Support Staff and Teachscape
Parent-Teacher Conferences	Weekly	Administrators, Teaching/Support Staff, Parents	Administrators, Teaching/Support Staff, Parents, Community Partners
L.S.C.O. Meetings	Monthly	Administrators, Teaching/Support Staff, Parents, Teachscape	Administrators, Teaching/Support Staff, Parents, Teachscape
Classroom Reading Assessments	On-going	Teaching Staff, Reading Specialist	Teachers, Students, Reading Specialist
Accelerated Reading and Math Assessments	On-going	Teaching Staff	Teachers & Students
Examine Student Work/Grade level teams	Twice weekly	Administrators, Teaching Staff and Teachscape	Teaching Staff and Teachscape

MEAP Review	September, October 2011, Quarterly Thereafter	Administrators, Teaching Staff and Teachscape	Parents, Students, Teaching Staff and Teachscape
Classroom Math Assessments	On-going	Teaching Staff, Math Specialist	Teachers, Students
Grade Level Content Expectations	Each Fall	Administrators, Teachscape & Teaching Staff	Teaching Staff
Detroit Public Schools Professional Development Sessions	On-going	Detroit Public Schools	All staff

The following table is indicative of the commitment the Earhart Professional Learning Community has to relevant, rigorous professional development with the goal of continuous, measurable student academic improvement. The list is subject to be changed and added on, determined by evaluation of student need:

Professional Development	Timeline	Participants
Planning for Outcomes	Fall 2011	Teachscape, Administrators, All Staff
Grade Level Content Expectations	Fall 2010 Staff Meeting	Administrators, Teaching Staff, Teachscape
Using Data to Improve Student Achievement	Fall 2011 3 hour Meeting	D. Wahlstrom, Administrators, Staff (Staff Academy)
Technology Instruction for All New Technology for a new building	Fall 2011	DPR Educational Services, Administrators, Staff, Parents, Community
Power of a Teacher Through High Expectations	To Be Determined	Larry Bell, Administrators, Teaching Staff
Response to Intervention	To Be Determined	Administrators, Teachers, Support Staff
Test-Taking Skills in the Classroom	Fall 2011	Exam Experts, Administrators, Teachers, Staff

Preparation for High School and Beyond	To Be Determined	DPR Educational Services, Parents, Community
Writing Made Easy	To Be Determined	Erik Cork, Students, Teachers, Specialists
Parent Workshops	Monthly	Exam Experts, Parents, Community
Doughnuts with Dad / Muffins with Mom	Quarterly	Parents, Counselor, Social Worker, Support Staff

7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)

In collaboration with Detroit Public Schools and the Detroit Federation of Teachers, Earhart Middle School employs a shared decision-making model of governance which is designed to give Earhart the autonomy and flexibility to build a culture of success and drive dramatic improvements in student achievement. The Earhart Professional Learning Community is governed as a Committee of the Whole. The Instructional Leader, Principal Gerlma Johnson, reports to Assistant Superintendent Dr, James Ray, the Chief Academic Officer, the Emergency Financial Manager, and the Detroit Board of Education.

8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.

Please refer to #1 for charts. Based on the longitudinal and current data, along with well defined student performance measures, Detroit Public Schools has implemented a system-wide framework to inform strategies to improve the delivery of instruction and close the achievement gap. Based on these measures, Earhart Middle School has been designated as a High Priority School. To address these issues, the Turnaround Model has been implemented.

The students in grades 6-8 at Earhart who participated in the MEAP and Mi-Access assessments have shown significant improvement in reading on the MEAP Fall 2009 test versus the MEAP Fall 2008 test. Following a slight dip in scores from 2007, there was an average increase of 22.4% in students showing proficiency in reading on the MEAP from 2008 -2009.

In math, while the percentage of students proficient at sixth grade increased by almost 10% between 2008 and 2009, the percentage of students proficient in seventh grade declined by 28% during the same time (though this followed a 15% increase from 2007) and the percentage of students proficient at eighth grade stayed virtually constant. This suggests that while there is still room for improvement in reading at Earhart, there is relatively greater urgency to increase math performance, especially as students at Earhart prepare for the increasing complexity of the college track math sequence that awaits them in high school.

9. Promote continuous use of student data to inform and differentiate instruction to meet student needs.

Earhart is committed to addressing student learning challenges -- before the students fail -- by employing data analysis from sources which include but are not limited to: MEAP Accelerated Reading and Math, teacher-made tests, district quarterly and formative assessments, and other formal and informal methods of student evaluation. In addition, Earhart will be working with the Teachscape partners to design, develop, and implement a three-tiered data-based Response To Intervention (RTI) model to improve teaching practice, student achievement and student behavior. To ensure effective development and implementation of the tiered instruction, the partners will develop and provide specific professional learning that focuses on: full implementation of the scientifically-based and aligned curriculum; understanding and applying a range of differentiation techniques; ongoing progress monitoring; instructional grouping strategies; use of benchmark, diagnostic and formative assessments to inform instruction and monitor

student learning; and specific instructional strategies to support teachers and aides in working effectively with small learning groups. Along with this, Earhart Middle School will employ the continuous improvement cycle to determine academic/ nonacademic, attendance, and behavioral data. Through summative and disaggregate data student interventions and staff professional development needs will be determined. DPS initiatives including Learning Village and Data Director will be used to access this data, as will other formal and informal means of ascertainment.

10. Establish schedules and implement strategies that provide increased learning time.

A Extended time in English / Language Arts and Mathematics Instruction. Each student will receive no less than 120 minutes of ELA and Math instruction per school day.

B Extended Day. All students will be available to receive additional, supplemental instruction at the conclusion of the regular school day. The teacher providing instructional service will not be the one providing such during the course of the regular day. This is to maximize access and address the differentiated learning styles of each student. Likewise, the delivery of instruction will be different than that of the regular day. Incorporating the DPS initiative of Destination Success, alternative instruction will likewise offer an opportunity to students to master the core content GLCEs, with the outcome being immediate, measurable, continuous academic improvement.

C Push-In. All ELA and Mathematics teachers will have additional assistance from the certified teachers that are available during the course of the regular school day. Upon collaboration and cooperation of the Earhart Professional Learning Community, it is agreed that having two teachers in the classroom as much as possible with further the opportunities to meet the individual needs of students, providing immediate feedback and assistance as necessary. Likewise, having two teachers in the classroom assures an additional method to provide differentiated instruction.

D Bi-Lingual assistance. Earhart Middle School has a high population of ESL/ELL students. With this in mind, care is given to select staff that reflect the language needs of the students, further removing barriers to academic success.

11. Provide appropriate social-emotional and community-oriented services and supports for students.

Earhart has plans in place to promote increased and improved parent and community engagement. Parents and community representatives will be interviewed and, based on the outcomes, a range of opportunities will be developed to engage parents and communities in

promoting and supporting high achievement for all students through strategies such as monitoring academic progress of their children; volunteering to work with struggling students; mentoring; linking with community organizations to provide social, emotional, and health interventions; donations; etc. The school Leadership Team includes members of staff, parents, community partners, as well as administration.

Each of the identified programs will include an evaluation component to determine which are working best. Again, leaders will then spend their time on what is working, not on what isn't.

We will also make concerted efforts to increase collaboration through school-based events that promote engagement, involvement, and enrichment. These include: parent participant activities, LSCO meetings, workshops, academic nights, and community-building gatherings.

Parent Programs and Activities	Type
Family Nights	Family enrichment nights for math and reading
Scholastic Book Fair	Literacy
Community Picnic	Celebrate the end of the school year
L.S.C.O. Meetings (Monthly)	Discuss school issues monthly
Title I Meetings (each semester)	Discuss school issues each semester
Parent Seminars/Conferences	To address parent needs
Parent Luncheon	Parent appreciation
Parent ESL Classes	English as a Second Language development
Money Smart: Finance Classes for Parents and Students	Financial education
Parent-Teacher Community Organization (PTCO)	Supporting parent-school communication and collaboration
Parent newsletters	School/home communication
Promotion Ceremony	8 th grade promotion
Honor Roll Assemblies/Activities	Supporting exemplary student achievement and improvement
Data Analysis	Explain results and meaning of testing data
Blackboard Connect	Voice-based communication as needed

In addition to the initiatives put in place by Detroit Public Schools to ensure parental and community input is inherent in all decision-making (i.e. Detroit Parent Network, the Division of Parental and Community Involvement, parent workshops and resource centers), the Professional Learning Community at Earhart Middle School likewise recognizes that all stakeholders are full partners in the forward movement of the school. This is evidenced by meeting minutes, agendas, and parent/community participation in all aspects of the school.

Community Partnerships/ Programs	Type
Southwest Solutions	Counseling and Social Work Services
Afterschool Tutoring for Bilingual Instruction	Tutoring
Spelling Bee	Annual event
Science & Math Fair	Annual event
Social Studies Bowl	Annual event
Tutorial Enrichment Program	Tutoring
Open House	Annual event
DAPCEP	Pre-engineering
Academic Games	Numeracy, Literacy, and Social Studies Enrichment
Career Day (Community Members)	Career Awareness
LETus: Science Initiative through the University of Michigan	Science education
Reading Tutors	Literacy/reading
ATLAS Communities Grant	Community Support
21 st Century	After School Tutoring/Projects
Neighborhood City Hall	Community Support
MGM Grand Casino	Community Support
LaSed	Community Support
Southwest Solutions	Community Support
Communities in Schools	Community Support
Mayor's Faith-Based Taskforce	Community Support

Ms. Johnson is highly skilled at engaging community resources to support the school and has turned previously adversarial relationships between school and community into positive ones. She shares the school's vision and mission with community members and communicates to all stakeholders the importance of students' needing to take responsibility for their education. We will continue to engage community groups that affirm the cultural and social capital of the school community and will support students with social, emotional and academic needs (see table above for specifics). Experts and advocates in the community are treasured resources for the school.

Ensuring frequent and positive one-way and two-way communication with parents and community members and demonstrating unrelenting commitment to bettering the lives of the children is another way to involve the greater community. As parents and community members see and trust the commitment school staff make to students' development and learning, the children gain confidence, more adults in the community contribute to individual students and to the overall success of the school. Parents previously disengaged from supporting the school ask how they can help their children succeed, ensuring the culture moves from a potential "us/them" to a "we" culture focused on helping students thrive. To achieve this, parents must be kept informed about the school and their child's experience at the school through various communications, including

weekly notes home, a monthly newsletter from the principal; automatic calling system for emergency, attendance, and general information; parent teacher conferences; and parent volunteers.

The following items are permissible elements of the turnaround model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Any of the required and permissible activities under the transformation model
 - A. Institute a system for measuring changes in instructional practices that result from professional development. This will be evaluated using three sources of data: Teacher and Principal evaluations, quantitative data, and the Quality School Review instructional audit process and school walkthroughs.
 - B. Ensure that school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority. In collaboration with the Detroit Federation of Teachers, Detroit Public Schools negotiated this provision in regards to Priority Schools and this language is incorporated in the current Collective Bargaining Agreement.
 - C. Implement a school-wide Response to Intervention model. Earhart Middle School is employing numerous elements in a school-wide Response to Intervention model including, but not limited to:
 - a. Expanded ELA and Mathematics instructional time to 120 minutes per day, per content.
 - b. Specialized support based on each student's Individualized Educational Plan.
 - c. Direct intervention
 - D. Provide PD to teachers/principals on strategies to support students in least restrictive environment and English Language Learners. Professional development opportunities will be given from the Special Education and Bilingual Education departments. In addition, inservices on using tools and strategies such as Rosetta Stone®, Write Source and Learning Village will be provided.
 - E. Use and integrate technology-based interventions. The technology-based interventions used at Earhart Middle School will include, but not be limited to:
 - a. Learning Village-web-based instructional management and intervention program
 - b. Data Director – tracking of student assessment, demographic, teacher data, as well as attendance, and grades
 - c. Destination Reading and Math-provides differentiated instruction and monitoring progress

- d. Accelerated Reading and Math-Individualized instruction that takes students from remediation to extension
 - e. Destination Reading and Math-To assess, prescribe, and engage students in the skills and concepts necessary for Reading and Math success
 - f. Rosetta Stone © to address the specific needs of students needing to become proficient in English and staff needing to become proficient in Spanish.
- F. Establish early warning systems to identify students who may be at risk of failure. The RTI process begins by screening all students and identifying those at risk of not meeting proficiency. School staff will conduct the screenings, using an instrument selected by the school and vetted by the district. While the progress of all students will be monitored through the RTI process, special attention will be paid to the identified students.
- G. Partner with parents and other organizations to create safe school environments that meets students' social, emotional, and health needs. Earhart Middle School will use school-based interventions and recommendations for off-site follow-up to meet student needs. A number of these partnerships have been forged already. The efficacy of each will be assessed, and either provide recommendations for improving the outcomes of the partnerships or identify more effective partners to support the holistic needs of the students.
- H. Allow the school to be run under a new governance arrangement. In collaboration with Detroit Public Schools and the Detroit Federation of Teachers, Earhart Middle School employs a shared decision-making model of governance which is designed to give Earhart the autonomy and flexibility to build a culture of success and drive dramatic improvements in student achievement. The Earhart Professional Learning Community is governed as a Committee of the Whole. The Instructional Leader, Principal Gerlma Johnson, reports to Assistant Superintendent Dr, James Ray, the Chief Academic Officer, the Emergency Financial Manager, and the Detroit Board of Education.
2. A new school model (themed, dual language academy, etc.)
N/A

Attachment I Sample Agenda and Meeting Minutes (3a)

Earhart Middle School

Staff Meeting

January 5, 2011

Instruction

1. Data analysis – MEAP student data results/next steps/focus on GLCEs
2. NAEP – Ms Firestone
3. High school test
4. School improvement Plan/ Reorganization Redesign (put in organizational guide)

Organizational

1. Schedule for second semester
2. Leveling of students for tutorial
3. Tax certificates
4. Supervision of students
 - a. Classroom
 - b. Lunch
 - c. Bus (special education)
5. School diagnostic Visit – tomorrow at 12:30 p
6. Culture, leadership, operations, professional culture, acquiring and allocating resources, teaching g/learning, technology

AD HOC

1. Movie Day for hono9r students – January 21 – Dr. Williams
2. Bowling trip – March 11th (for students on the Honor Roll for Q1 and Q2)
3. Professional Development Calendar (update for Social Studies)
4. Fundraisers
5. Field trips
6. Youth Voice Procedure for selection
7. For the good of the order

Minutes from Staff Meeting

Earhart Middle School

January 5, 2011

Ms. Johnson called the meeting to order at 2:55 pm.

Instruction

1. Data Analysis- Ms. Sherrors She discussed MEAP student data results and what the next steps would be as far as analysis of the data during team meetings. The data would help indentify what GLCE's to focus on across the curriculum.
2. NAEP- Ms. Firestone She discussed room and student assignment for the NAEP Testing Team.
3. High School Test- Dr. Williams She passed out a list of the 8th Grade students that would be taking the High School Test on January 12th.
4. School Improvement Plan/Reorganization Redesign Ms Johnson passed out a copy of the plan for teachers to put in their organizational guides.

Organizational

Ms. Johnson discussed the following topics:

1. Schedule for second semester
2. Leveling of students for tutorial
3. Tax certificates
4. Supervision of Students- Importance of close supervision throughout the entire school day. Classroom, Lunch, Bus, Special Ed
5. School Diagnostic Visit- tomorrow at 12:30pm. Culture, leadership, operations, professional culture, acquiring and allocating resources, teaching/learning, technology

AD HOC

1. Dr Williams discussed Movie Day for Honor Students- January 21st (12:00pm) and also brought up another scheduled field trip for Honor Roll Q1, Q2 Bowling Trip on 3/11
2. Ms. Johnson referred to the Professional Development Calendar and the importance of all teachers attending subject area PD. She indicated that there was and update for Social Studies PD.
3. Fundraisers- Mr. Padayachee introduced possible fundraisers.
4. Field Trips- Ms. Greenshields discussed 7th Grade Field Trips.
5. Youth Voice Procedure for selection Mr. Johnson described the procedure for teachers

Attachment C Detailed Budget

EARHART SCHOOOOL IMPROVEMENT GRANT DESCRIPTION FORM-Three Year Total

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to:
sigpriorityschoools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES	5 Highly Qualified teachers to provide Push-In assistance to ensure two teachers providing individualized, focused instruction for each ELA, Math and Special Education classroom (years 1,2,3)	\$1,035,000.00
		BENEFITS		\$467,523.75
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
			Two Highly-Qualified Substitute teachers for continuous delivery of instruction in the event of absences due to Professional Development, illness, etc (years 1,2,3)	
120	Instruction – Added Needs	SALARIES		\$91,326.00
		BENEFITS		\$66,150.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Staff Incentives (not necessarily fiscal) (years 2,3)	\$85,451.88
210	Pupil Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		

		CAPITAL OUTLAY	Student incentives for attendance and academic achievement, including field trip expenditures (years 1,2,3)	\$273,225.94
		OTHER EXPENDITURES		
211	Truancy/Absenteeism	SALARIES	One Attendance Agent to actively visit homes, engage students and parents, and work with the Wayne County Prosecutor's Office to support making certain students are in regular attendance to school (years 1,2,3)	\$184,800.00
		BENEFITS		\$87,497.43
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
212	Guidance Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
213	Health Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		

		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Professional Organization Memberships - ASCD, NASSP, NABE, etc (years 1,2,3)	\$60,000.00
221	Improvement of Instruction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
			Teachscape - Includes professional services, software, services delivery management, and materials (years 1,2,3)	\$639,525.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
225	Instruction Related Technology	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		

		CAPITAL OUTLAY	1 iPod touch cart to provide technological assistance with language fluency, academic comprehension and extension (year 1)	\$2,000.00
		OTHER EXPENDITURES		
	Academic Student	SALARIES		
227	Assessment	BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
	230	General Administration		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
			5 iPads to electronically record Walk-Through data and drop into a database to monitor and assess the effectiveness of embedded PD on the delivery of classroom instruction (year 1)	\$7,500.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
	232	Executive Administration		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
	240	School Administration		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		

		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
250	Support Services Business	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
266	Operation and Maintenance	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
280	Central Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
		OTHER EXPENDITURES		
281	Planning, Research, Development	SALARIES		

	and Evaluation	BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
283	Staff/Personnel Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
300	Community Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
311	Community Services Direction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
331	Community Activities	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
		CAPITAL OUTLAY		

			OTHER EXPENDITURES		
			TOTAL		\$3,000,000.00

Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between Michigan Department of Education (State) Wayne RESA (ISD/RESA/ or other partner(s) and Detroit Public Schools (“LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by Detroit Public Schools and Earhart School is TURNAROUND;

II. PROJECT ADMINISTRATION

A. QUALIFYING LEA RESPONSIBILITIES

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.
- 3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

- 4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).
- 5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

- 1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

- 1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.
- 2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.
- 5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES

The LEA hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this partnership agreement.

- 2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.
- 3) It will implement the Plan that has been approved by the Michigan Department of Education.
- 4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.
- 5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.
- 6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).
- 7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date Robert C. Bobb Print Name/Title
ROBERT C. Bobb Emergency Financial
managers

President of Local School Board (or equivalent) - required:

Signature/Date Anthony Adams Print Name/Title
Anthony Adams
Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title
